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France and Germany. The needs of Spanish education would therefore seem to be, first, vigorous and honest enforcement of the laws as they stand at present ; and, secondly, some means of extending primary instruction.

COLLAR'S LATIN BOOK.

THIS book is an outcome of the discussions of the past few years on the value of classical study. Its method is a complete change from the tedious study of grammar to a rational view of the language as a form of expression. Its aim, as stated in the preface, "is to serve as a preparation for reading, writing, and, to a less degree, for speaking Latin." This preparation it gives, not by getting the Latin language before the beginner as a collection of paradigms and rules of syntax, but as a vehicle of ideas. It is here that the book breaks away from the traditional method.

Immediately on opening it, one notices the absence of any reference to the grammars. The book is not, as so many are, a mere guide-post, telling the pupil where in the grammars he can find forms, rules, or exceptions. In a compact form it gives all necessary paradigms and rules, but with full and repeated illustration. The examples are chosen not merely to illustrate forms and rules, but to show that forms and rules are instrumental to expression, and that it is as possible for a boy to express his own ideas in Latin as it is to find out what some one else has expressed. Further aid in this direction is given by the arrangement which brings the verb near the beginning, before the completion of declension, enabling the pupil to construct sentences, and by inserting early in the vocabularies verbal forms. Thus a boy learns that *habet* means 'has' before he can conjugate, just as a child learns 'has' before he knows it is a part of 'to have.' By slight changes of meanings, the exercises and vocabularies are made suggestive, and the *colloquia* scattered through the book cannot fail to interest and stimulate to imitation.

The plan of the book rests upon the fact that the memory and not the judgment of the pupil is to be exercised ; that one can learn facts rapidly who cannot appreciate reasons. The unslaked thirst of memory that belongs to the age when Latin is usually begun is made use of, but is not quenched by a mass of unnecessary detail and unimportant exceptions. Explanations are omitted, except as they help the pupil to understand, not the theory of constructions, but their uses. The omissions of the book are noteworthy, and the editors have happily avoided the deplorable

The beginner's Latin book. By WILLIAM C. COLLAR and M. GRANT DANIELL. Boston, Ginn, 1886. 12°.

error "of failing to discriminate between the relatively important and unimportant." The subjunctive mood, that slough of despond for beginners, is treated briefly but clearly, and fully enough for such a book.

The chapter on derivation does not seem quite up to the general level of the book. The examples are apt and well grouped, but they will be taken as individual specimens rather than illustrations of principles. In other chapters, after the examples, the rule or principle covering them has been stated, and in this it would have been well to add statements of the meaning attached to certain terminations.

The book is a *live* one. No lazy teacher can use it with success. It gives suggestions, but requires attention, and, properly used, will fulfil the expectation of the editors that pupils can be prepared by it for Caesar within a year. It will meet with success, because it throws off the trammels of artificial methods, and seeks those that are rational and natural.

JOHN K. LORD.

MONOGRAPHS ON EDUCATION.

THE publishers of this handy series of essays are doing an excellent work. As they state in their preface, "many contributions to the theory or the practice of teaching are yearly lost to the profession, because they are embodied in articles which are too long, or too profound, or too limited as to number of interested readers, for popular magazine articles, and yet not sufficient in volume for books." Every teacher knows how true this statement is, and should therefore welcome such contributions to pedagogics when presented in so attractive a form as that in which these monographs are issued.

Prof. Stanley Hall's monograph on reading¹ is an example of applied pedagogics. He outlines the various traditional methods of teaching children to read, and also some of those suggested by the psychologists, and reaches the eminently sensible conclusion that "there is no one and only orthodox way of teaching and learning this greatest and hardest of all the arts." We cannot believe, however, that Professor Hall means to be taken seriously when he says (pp. 17, 18) that "many of our youth will develop into better health, stancher virtue, and possibly better citizenship, and a culture in every way more pedagogical and solid, had they never been taught to read, but some useful handicraft, and the habit of utilizing all the methods of oral education within reach, instead. . . . The school has no right to teach how to read, without doing much more than

¹ *How to teach reading, and what to read in school.* By G. STANLEY HALL. Boston, Heath, 1886. 12°.

it now does to direct the taste and confirm the habit of reading what is good rather than what is bad." Of course, the school tries to form "good habits, if it forms any at all, both of reading and of every thing else that falls within its scope, but we cannot admit for an instant that the school is responsible for the abuse of any power that it puts in the hands of its pupils. Moreover, while what Professor Hall says about men having gotten on pretty well before Gutenberg, and even before Cadmus (p. 17), is all true enough, yet it does not bear on the argument. The point is, that they would not get on at all now, unless they harmonized with the nineteenth-century environment ; and of that the ability to read is an important part. However, we hardly think Professor Hall meant to be taken seriously, but was emphasizing what we all deplore, — the time wasted in reading useless and often positively harmful literature.

The remaining monograph that we have received is on the study of Latin, by Professor Morris of Williams college.¹

It is a very good presentation of one side of the subject, based on the important distinction that the 'study of a language' is ambiguous, unless we know whether by it is meant the acquisition of the language for reading or speaking, the study of the literature written in it, the study of a language with a view to using it effectually in composition, or the investigation of the language itself as an organic growth.

HALL'S BIBLIOGRAPHY OF EDUCATION.

WITH the rapid development of the science of education there has grown up an increasingly voluminous and complex mass of pedagogical literature. Educational journals almost without number have been founded, and histories, criticisms, and constructive works dealing with educational subjects, have followed each other in bewildering succession. To all this literature a guide is necessary : the useful must be sifted from the useless, and some classification for the purpose of systematic study must be adopted. An attempt has been made to do all this by Prof. Stanley Hall and Mr. John M. Mansfield in the little volume before us.

The cautious wording of the title and the frank confessions of the preface disarm all serious criticism, and lead us to be thankful for what we have received, instead of complaining because of what we miss. It cannot be denied that the classi-

¹ *The study of Latin in the preparatory course.* By E. P. MORRIS. Boston, Heath, 1886. 12°.

Hints toward a select and descriptive bibliography of education. By G. STANLEY HALL and JOHN M. MANSFIELD. Boston, Heath, 1886. 12°.

fication adopted is superficial and provisional,—it is the outgrowth of a series of topical reference-lists used by Professor Hall in connection with his lectures at the Johns Hopkins university,—and that typographical and minor errors are very numerous in the book ; but the work is so comprehensive, and the result of such painstaking labor, that it will be found of great value to every student and reader in the broad field of pedagogics. In fact, because of its suggestiveness alone, it may fairly be said to be indispensable to every pedagogical library that pretends to be complete and abreast of the times.

The references in some departments are much fuller than those in others,—the result, we fancy, of the fact that many hands have co-operated in the production of the book ; and the list of educational periodicals, while it names the best journals, is scanty. The volume will, however, give to many persons an idea of the scope and complexity of educational science that they have never before possessed, and we trust that it may have a cordial reception and an extensive use. A second edition will undoubtedly remedy many of the blemishes of the first, and will, we hope, afford an opportunity for adding to the editorial notes appended to the references, which are of great value.

PINTER'S HISTORY OF EDUCATION.

THIS book calls for neither extended notice nor searching criticism. It is modest, compact, and satisfactory. In no sense is it an original work, but it shows good sense in the selection of material, and good judgment in its arrangement. We could wish that it had been more original in one or two particulars ; for example, in its treatment of the universities. Compayré and most of the German manuals of the history of education touch too lightly on this great subject. We believe that due acknowledgment is rarely made of the great intellectual stimulus the western world received from the great universities. Professor Painter follows in the beaten path here, and says but little on the subject. Moreover, it seems fitting that a book having a chapter entitled 'Education in the nineteenth century' should say something of the great movement in the direction of manual training, industrial and technical education, that has manifested itself in Europe and America. Professor Painter has passed this by. Yet the book is a useful one, and it will find many readers among those educators who are striving to put their work in the line of historical and logical development from that of the great masters of education who have preceded them.

A history of education. By F. V. N. PINTER. New York, Appleton, 1886. 12°.